

Spring 5-2017

Reich Scholar Program: A Scholarship and Leadership Training Program for International Students with Disabilities at Dartmouth College

Megan Murray
SIT Graduate Institute

Follow this and additional works at: <https://digitalcollections.sit.edu/capstones>

 Part of the [Accessibility Commons](#), and the [International and Comparative Education Commons](#)

Recommended Citation

Murray, Megan, "Reich Scholar Program: A Scholarship and Leadership Training Program for International Students with Disabilities at Dartmouth College" (2017). *Capstone Collection*. 2991.
<https://digitalcollections.sit.edu/capstones/2991>

This Thesis (Open Access) is brought to you for free and open access by the SIT Graduate Institute at SIT Digital Collections. It has been accepted for inclusion in Capstone Collection by an authorized administrator of SIT Digital Collections. For more information, please contact digitalcollections@sit.edu.

**Reich Scholar Program: A Scholarship and Leadership Training Program for
International Students with Disabilities at Dartmouth College**

Megan Murray

PIM 74

A capstone paper submitted in partial fulfillment of the requirements for a Master of Arts
in International Education at SIT Graduate Institute in Brattleboro, Vermont, USA

May, 2017

Consent to Use

I hereby grant permission for World Learning to publish my capstone on its websites and in any of its digital/electronic collections, and to reproduce and transmit my capstone electronically. I understand that World Learning's websites and digital collections are publicly available via the Internet. I agree that World Learning is not responsible for any unauthorized use of my capstone by any third party who might access it on the Internet or otherwise.

Student Name: *Megan Murray*

Date: 5/25/2017

Acknowledgements

I would like to express my gratitude to several individuals for their support during my journey of studying, learning, working and writing as an SIT Graduate Institute student. To my parents and sister, for your love and unwavering belief that I would finish this degree, even if it took more time than expected. To faculty members whose support has been influential, including Sora Friedman, Linda Gobbo and my advisor for this paper RE Rodman, I thank you. To the staff of Dartmouth College's Office of Visa and Immigration Services, thank you for your mentorship as I entered the world of immigration advising. To the staff at Centro Espiral Mana in Costa Rica, thank you for teaching me the meaning of *pura vida*. To many classmates whose professional support and friendship has made this academic experience invaluable, especially Mohammed Abbasi, Shilla Adyero, Atiya Ansari, Tunga Hellstrom, Laura Hoffsis, Jampa Latso, Juanita Lillie, Matt Lynn, Maira Tungatarova and Jhasmany Saveedra, I thank you.

Contents

Key Vocabulary/Abbreviations Definitions	6
Abstract:	7
Introduction	8
Background and Rationale.....	10
Theoretical Foundations.....	11
Theory of Disability.....	12
Theory of Emerging Adulthood	14
Baxter-Magolda: Towards <i>Self-Authorship</i>	16
Potential Outcomes of Programs for SWD Outside the Traditional Classroom	18
Needs Assessment.....	19
Program Description.....	25
Goals and Objectives.....	26
Institutional Level.....	26
Participant Level	27
Evaluation Plan.....	31
Curriculum.....	32
Schedule and Curriculum for Pilot Year Monthly Meetings	35
Leadership Week in Boston.....	39
Four Year Program Timeline-A First Look.....	40
Program Marketing and Recruitment	42
Student Admissions	43
Program Staffing	44
Logistics	45
Health and Safety Plan.....	47
Crisis Management Plan.....	48
Budget	49
Moving Forward.....	51
References	54
Appendices	58
Appendix A. Questions for survey to professionals.....	58
Appendix D. Using the <i>Johari Window</i> to Examine the Medical Model of Disability.....	67
Appendix E. The Social Model in Practice? <i>Speaking Out Against Injustice</i>	69

Appendix F. The Impact of the Americans with Disabilities Act	71
Appendix G. Cross the Line: An Activity to Examine Intersectionality and Disability	72
Appendix H. Reflection questions for first day of Leadership Week.....	73
Appendix I. International Student Orientation Workshop.	74
Appendix J. Job postings for program staff.....	75
Appendix K. Student Scholarship information.	77

Key Vocabulary/Abbreviations

Definitions

ADA	the Americans with Disabilities Act
the College	Dartmouth College
Dick's House	health services center at Dartmouth College
F-1	a visa status for international students pursuing an entire degree program in the US
FERPA	Family Educational Rights and Privacy Act
HIPAA	Health Insurance Portability and Accountability Act
ISWD	international student(s) with disabilities
J-1	a visa status for international students and scholars in the US who are generally participating in a specific program of cultural exchange
MIUSA	Mobility International-USA
NAFSA	Association of International Educators
SWD	student(s) with disabilities

Abstract:

National level and international policy changes have emerged to promote educational opportunity for children with disabilities. A gap remains in US higher education in providing access and support for international students with disabilities. Areas of need for this student demographic include financial access, availability of assistive technology, specific socio-cultural advising to living in the US with a disability, comprehensive immigration advising and career support for entering the workforce with a disability. Staff support is generally siloed in colleges. International student services and disability or accessibility services often work in isolation. This capstone imagines the pilot year of a scholarship and leadership training program at Dartmouth College, called the Reich Scholar Program. The pilot year will begin to address the needs of international students with disabilities, empower them with skills to successfully navigate college in the United States, and prepare them for a self-directed personal and professional life following their undergraduate studies. This program will equip staff with a stronger understanding of disability rights and accessibility through their participation in monitoring, evaluation and select program activities. The program vision is to create a campus culture that is more inclusive and empowering to people of all differently-abled identities.

Introduction

According to 2015 statistics from I-Graduate's *International Student Barometer*, approximately seven percent of international students in the United States use disability services. Housing costs, living costs and financial support rank amongst the areas of least satisfaction for international students in the US who use disability services (Mobility International, n.d., "Statistics"). Thirty-seven percent of international students with disabilities (ISWD) identify as having a learning disability, twenty-one percent of ISWD identify with a sensory disability, and ten percent of ISWD identify with a mental health related disability (Malhotra, 2016, p. 35). ISWD face may face additional barriers in their US educational experience compared to nondisabled peers, including financial barriers, ingrained cultural stigmatization of disability and a lack of awareness of the accommodations available to SWD in the United States. This capstone imagines the pilot year of a scholarship and leadership training program at Dartmouth College, called the *Reich Scholar Program*, that will address the financial, socio-cultural and personal development needs of international students with disabilities, empower them with skills to successfully navigate college in the United States and prepare them for a self-directed professional life following their undergraduate studies.

Support and access specifically for ISWD appears to be a coming need in US higher education. Barbara Palombi (2007) references numerous national level and international policies and legislation from the past few decades that have supported the rights of children with disabilities around the world to attend primary and secondary education. Examples include the UN's *Education for All* program and a goal established by Chinese leaders in 1995 "to have 40,000 students with disabilities graduate from their educational institutions." She writes "because of the high degree of services provided to

students with disabilities in American universities, it is likely that many of these students will be seeking an education from a university in the United States.” (p. 104-105)

Experiences of disability have always been present in my life, from having family members with disabilities, working at a summer day camp for adults with disabilities and even temporarily experiencing disability myself. Most of my early life experiences framed someone with a disability as being an object of charity, someone to be helped. I heard a presenter say at a recent conference, “Equity is every educator’s responsibility.” *Equity* is defined as “not only equal access to opportunities but equal benefits as well. It requires the removal of systemic barriers and the accommodation of differences so that individuals can benefit equally.” (City of Toronto, 2017, “Equity Lens”) I started to view disability more from the perspective of a need to create equity when I became involved with an SIT classmate’s organization called Abroad with Disabilities (AWD) and took a class called *Dismantling Disabilities* at SIT Graduate Institute. My work and personal experiences prompted me to begin viewing international student services from another perspective, the lens of a prospective student with a disability. I wondered as I heard check-in presentations, the first time in which students met with their immigration advisor at the College: how does this immigration information answer questions that a SWD may have on their rights and responsibilities regarding their status? Are international advisors communicating how Americans perceive disability to international students? In my experience and upon consultation with professionals across the fields of international student services and disability services, there is opportunity and need for the two support areas to work together more closely. This capstone suggests a model for one American university.

Background and Rationale

Dartmouth College, located in Hanover, New Hampshire, was founded in 1769 and is a member of the Ivy League. International students constitute eight percent of the undergraduate student body. (Dartmouth College: Admissions, 2016, “Class Profile”) Along with its peer institutions in the Ivy League, Dartmouth College is undergoing strategic planning and recruiting efforts to make its student body representative of a diversity of backgrounds. I had a six-month internship at the College’s Office of Visa and Immigration Services from June through December 2016. There I interacted with both domestic and international students from a range of national, cultural and socioeconomic backgrounds.

In January 2015 President Phil Hanlon released *Moving Dartmouth Forward: The President’s Plan*. Hanlon writes in the document, “We know...that a more diverse and inclusive environment will enrich our community and strengthen the academic experience, increasing intellectual growth and innovation” (p. 2) Hanlon goes on to outline specific steps that Dartmouth College will take to attract and financially support matriculating high school students, “no matter their gender, race, orientation or socioeconomic background” (p. 2) Notably missing is that there appears no mention of attracting more or further supporting international students or SWD in this plan.

The Ivy League schools generally have a need-blind admissions policy, meaning that applying for aid is not in any way a disadvantage in the admissions process. (Princeton University, 2017, “How Princeton’s Aid Program Works”) A scholarship and leadership program based at one school specifically for ISWD appears to be a unique, new idea for the field. Many scholarships for SWD require that an applicant show US residency, therefore excluding potential students from abroad. There are some

international scholarship and leadership opportunities for study in the US that persons with disabilities may apply for, such as Fulbright or the Young African Leaders Initiative (YALI). The scholarship programs are limited in time and experience in comparison to a four-year undergraduate degree program.

Implementing a scholarship and leadership program for ISWD will allow Dartmouth College to be a leader in providing access to high-quality undergraduate education and leadership development opportunities for this student demographic which currently has little specific support in US higher education. I am proposing to call the program the *Reich Scholar Program*, named for Dartmouth 1952 alumnus Alan Reich. Reich was an international advocate for disability rights, starting an organization called the *National Organization on Disability*. He brought an international perspective to his professional and activist work, serving as State Department Deputy Secretary for Educational and Cultural Affairs. He was also the first individual to address the UN General Assembly from a wheelchair (Roman, 2015). Ken Roman, one of Reich's classmates at Dartmouth, writes in a 2015 article for *Dartmouth Alumni Magazine* that "without Reich the ADA would not have become a law in its final form." Alan Reich's legacy in the disability rights movement as a Dartmouth alumnus has inspired the place and perspective for this program design.

Theoretical Foundations

Literature relating to disability and pedagogy for working with SWD is multifaceted and layered. For the purposes of this work and design, we focus on two models of disability: the social and medical models of disability. These serve as useful frameworks to establish both the need and direction for a proposed program design and curriculum for ISWD in higher education. This literature review will then touch on the

perspective of Rosemarie Garland Thomson's writing on feminist disability theory and Jeffrey Arnett's theory of *emerging adulthood* to better understand the identities and developmental stage of potential program participants (2011, *Feminist Disability Studies*, p. 11-48; 2007 "Emerging Adulthood, p. 68-73) . We will examine Baxter-Magolda's theory of *self-authorship* and how self-authorship has provided a foundation in research on the potential outcomes of extra-curricular and service learning programs for SWD (2004, *Learning Partnerships*). Finally, we will briefly present David Kolb's *experiential learning cycle* and discuss how the cycle serves as a strong foundation to design a program promoting student development towards *self-authorship* (2014, *Experiential Learning*).

Theory of Disability

Numerous models offer a lens within which an individual, society or culture may view disability. The medical model of disability stems from the work of René Descartes on mind-body dualism and finds its place in the practices of modern science. Coleridge (2001) describes the medical model as framing "an impairment as an 'abnormality' - which [then] assumes that there is a 'normality'." (p. 72) The medical model has value in certain contexts where documentation of a diagnosis is necessary, but an issue arises when it is used as the only model for approaching a disability. This model views the human body in terms of 'abnormality' and 'normality' but fails to address possible changes that could be made on a macro level to a social environment. (p. 72). The following is a hypothetical example of how the medical model may be applied in higher education. A student from Pakistan at University A uses a wheelchair. Discussion solely from the medical model may focus on the student using the wheelchair and this difference from their classmates. Student affairs professionals with this hypothetical

situation also need to discuss, how could we make the campus more accessible so that it is not remarkable that a student uses a wheelchair?

The medical model defines a norm and difference. The social model recognizes equity on a societal level. Both models have important implications and uses in US higher education for supporting SWD. The medical model can be applied to support individual students, but drawing from the social model strengthens the inclusion of a campus as a whole. The social model grew out of the work of a 1970s union in Britain known as the *Union of Physically Impaired Against Segregation* (Shakespeare, 2013, p. 214). Coleridge describes as the social model as “[starting] from the point that integration is ultimately about removing barriers, not normalisation, cure or care” (p. 73). The model looks at disability from the individual level but and at the removal of physical and attitudinal barriers in society at large, such as discussing ways to make a campus more accessible in the aforementioned example. In other words, the social model acknowledges that access barriers come from society instead of the individual’s disability or ‘problem’. Higher education professionals need to draw from the social model to play a proactive role in creating more accessible and inclusive environments instead of being reactive and solely attributing an individual with a disability as the reason for adaptations and change on campus.

Rosemarie Garland Thomson’s (2011) essay in *Feminist Disability Studies* brings an intersectional lens to the study of disability as an identity. She writes that “the most compelling and complex analyses of gender intersectionality take into consideration what I call the ability/disability system-along with race, ethnicity, sexuality, and class” (p.14) SWD bring the aforementioned identities along with their identification as having a disability. Garland Thomson remarks that “disability--like gender--is a concept that

pervades all aspects of culture: its structuring institutions, social identities, cultural practices, political positions, historical communities, and the shared human experience of embodiment.” SWD may have variations of experience with these aspects of culture. The study of disability brings a unity however as well, as Garland Thomson writes that “understanding how disability operates as identity category and cultural concept will enhance how we understand what it is to be human, our relationships with one another and the experience of embodiment” (p. 17).

Theory of Emerging Adulthood

Jeffrey Arnett’s theory of *emerging adulthood* uniquely addresses individuals within the age period from late teens through at least the mid-20s, the age group of students within the proposed Reich Scholar Program. Consideration of the role of culture and identity within the theory is incomplete. Arnett (2007) describes the leap in numerous development theories from adolescence to adulthood, writing that

“this paradigm may have made sense in the middle of the 20th century when most people in industrialized societies married and entered stable full-time work by around age 20 or shortly after. However, by the end of the century, this paradigm no longer fit the normative pattern in industrialized societies. Median ages of marriage had risen into the late 20s, and the early to mid-20s became a time of frequent job changes and, for many people, pursuit of postsecondary education or training.” (p. 68-69)

This proposition may certainly be true within the twenty-first century context of many white nondisabled students from middle-upper class backgrounds in the United States. Arnett acknowledges that his original theory may have been limited to a certain demographic, writing that “there are certainly psychosocial differences among emerging adults related to socioeconomic status and ethnic group, and cross-national differences have only begun to be explored.” (p. 70) Describing the theory from a more global level, Arnett writes, “Furthermore, of the three criteria found in many countries and cultures to be the most important markers of reaching adult status-accepting responsibility for

oneself, making independent decisions, and becoming financially independent-all are attained gradually in the course of emerging adulthood.” (p. 69)

Nelson, Badger and Wu (2004) used the features of Arnett’s *emerging adulthood* in a study on its applicability in a population of Chinese students. They comment of the original theory that “...emerging adulthood in the United States is generally characterized by subjective qualities, identity exploration and risk behaviors. It is most likely to exist in contemporary industrialized cultures that extend the transition to adulthood until the mid-to late twenties.” (p. 27) Differences the authors saw in a Chinese context include:

“The criteria...young people deemed necessary for adulthood included many responses that appear to be reflective of a collectivist culture (e.g., learn always to have good control of your emotions, become less self-oriented; develop greater consideration for others.) These results provide further evidence that culture does indeed influence the beliefs and behaviors of emerging adults.” (p. 35)

There is clearly opportunity and need to expand discussion of Arnett’s theory across various cultures and identities, even with a study such as Nelson’s. Jeffrey Arnett (2007) does remark on the influence of a potential disability during emerging adulthood, remarking that “Emerging adults may also struggle if they are part of especially vulnerable populations...[such as] experiencing disabilities.” (p. 71) His article *Emerging Adulthood, What is it Good For?* (2007) references a collection of essays entitled *On Your Own Without a Net: The Transition to Adulthood for Vulnerable Populations* (2005), which includes several chapters on the transition to adulthood and independence for persons with disabilities. Phyllis Levine and Mary Wagner (2008) comment in a chapter for the book that “a potential indicator of emerging independence for youth with disabilities is their level of participation in planning their own transition to adulthood...Recent research on self-directed transition planning characterizes self-determination as ‘the cornerstone for successful transitions’” (p. 219).

Baxter-Magolda: Towards *Self-Authorship*

The work of Marcia Baxter-Magolda (2004) also calls for education in the twenty-first century to develop a student's capability of self-determination, an important capacity for students with disabilities to develop. She describes the shift as a transition towards *self-authorship*, writing of an individual's change from "primarily accepting knowledge from authorities towards constructing knowledge oneself." (p. 3) Self-authorship is a point along Baxter-Magolda's trajectory of the developmental journey of young adults (Gobbo, 2016). Individuals largely begin at the stage of *following external formulas*, a time in which external 'authorities' may play a domineering role in influencing who one should know, who one should be or who one should have a relationship with. Individuals then reach the "fault line", a dissonance that includes positive and negative external, environmental factors and internal forces. All of which pushes an individual to the stage of *standing at the crossroads*, asking questions such as "how do I know? Who am I? What relationships do I want to have?" The growth at this point initiates movement towards the stage of *self-authorship*. Individuals then move towards *building an internal foundation*. An individual has a strong sense of self, but accepts ambiguity, allows external pressures to change and can negotiate to meet their own needs and the needs of others (Gobbo, 2016).

Baxter-Magolda's work also addresses an individual's ability to understand diversity and live with difference. In a conceptualization offered with Patricia King, she describes intercultural maturity as "the ability to use multiple cultural frames to construct knowledge, engag[e] in meaningful relationships with diverse others that are grounded in appreciation of difference, and the capacity to openly engage challenges to one's beliefs" (p.5) The model portrays initial, intermediate and mature levels of intercultural maturity amongst three dimensions: cognitive, intrapersonal and interpersonal. Rosemary Perez

and Woojeong Shim (2015) examined Baxter-Magolda and King's model in a study across six institutions, varying in size and student background. Their findings largely supported the model, but added transitional phases between the levels originally proposed. The authors describe their observations of the transitional phase in students: "as [students] recognized complexity in their own thinking, students frequently expressed a desire to engage in intercultural learning, which may in turn provide additional opportunities to increase their capacities for intercultural maturity" (p. 773). The study included important implications in practice for students just arriving to university, stating that "because many students arrive on campus from homogenous communities and may have limited exposure to cultural differences, it may be particularly critical for educators to attend to the initial level of intercultural maturity and the transition from the initial level to the intermediate level" (p. 774).

Grounding within Kolb's *Experiential Learning Cycle*

Maurianne Adams (2016) writes of the emotions individuals may experience when in social justice education settings, often growing in a manner similar to Baxter-Magolda's development trajectory towards *self-authorship*:

"Participants experience strong (often unexpected) emotions when their previous beliefs are contradicted by new information and perspectives that challenge what they have been taken to be true....thus [social justice education] needs a pedagogy that acknowledges the emotional as well as cognitive aspects of learning, and that encourages and models processes for dialogue, critical inquiry and complex thinking" (p. liv)

David Kolb's experiential learning cycle supports the aforementioned experience.

Kolb (2014) references a definition from Keeton and Tate to define *experiential learning* as "learning in which the learner is directly in touch with the realities being studied. It is contrasted with the learner who only reads about, hears about, talks about or writes about those realities but never comes into contact with them as part of the learning process."

(p. xviii) The theory stems from work of John Dewey, Kurt Lewin and Paulo Freire, supporting that deep learning comes from intense direct experience and consequentially reflection on that experience. Kolb's experiential learning cycle presents two modes of grasping experience-*concrete experience* and *abstract conceptualization* and two modes of transforming that experience-through *reflective observation* and *active experimentation*. Critics of experiential learning theory have claimed that "the vividness of personal experience can cause it to have undue weight in decisions and judgments. Kolb rebuts the criticism by citing his personal interest in the potential of *experiential learning*: "Whether it was undue or not, I certainly gave [reading about work of others related to experiential learning] a lot of thought. It captured my interest and attention and thus created a continuity of selected experiences that continues to this day..." (p. xxiii)

Potential Outcomes of Programs for SWD Outside the Traditional Classroom

Research is just beginning on the potential outcomes of experiential programming for SWD outside the traditional classroom setting. Erin Vinoski (2016) notes that research has long suggested that participation of all students in nonacademic activities is linked to better outcomes across several domains, including the potential for: enhanced academic achievement, higher earnings, and increased involvement in community and social activities during early adulthood. There is limited research describing potential positive outcomes for SWD, which she notes is likely due to limited access SWD often have to extracurricular programming. One study on outcomes for SWD suggested that involvement in activities outside of class may help them plan for the future and develop leadership skills and self-determination (p. 258). Vinoski adds that extra-curricular programming may "provide opportunities for students [with disabilities] to build skills and characteristics that may be difficult to develop and practice during the school day" (p. 259).

Erik W. Carter, Beth Swedeen, and Colleen K. Moss (2012) explored the potential benefits of participation in service learning, including for SWD. Service learning can provide all students with experiences and opportunities to learn social, academic and leadership skills (p. 46). They write that “students with...disabilities may find service learning especially useful in helping them experience how to make an impact on the community while enabling them to see the relevance of what they learn in the classroom to the outside of the world.” (p. 46) Their article included several recommendations for staff designing service learning activities for SWD, in order to maximize the potential for skill building. “At the outset of [a] project,” Carter, Swedeen and Moss write, “staff can help students collectively identify all project tasks and roles associated with a service learning activity, thus allowing students to make choices in how they participate.” They add, “students with disabilities should not have to master every aspect of an activity or assume every role within a project in order to meaningfully participate” (p. 51).

Needs Assessment

President Hanlon’s *Moving Dartmouth Forward* plan did not include mention of SWD or international students. This gap indicates an opportunity for infusing greater social justice awareness and internationalization practices on campus through student development and staff training. Potential programming to address this gap draws from the social model of disability, looking for students on a macro level from around the world who could contribute and grow on campus through a leadership program. The following needs assessment identifies organizational and community need for a scholarship and leadership program at Dartmouth College. Key is the intersection of individual needs for ISWD with needed staff competencies and resources to create a campus that is more accessible for all. The needs assessment draws on data and

responses from a survey I created in January 2017 and distributed to professionals across the United States. The survey examines support for ISWD with the social model in mind, examining institutional practices and opportunities to create a more equitable campus environment for ISWD. Questions in the survey used various formats, including multiple choice, ranking and open answer response. I collaborated with a colleague who works in disability services to create the survey, ensuring that the language used was in accordance with best practices of disability services in higher education. Questions that made up the survey are referenced in Appendix A. Twenty-six professionals working across international student services, English language learning programs, disability services and organizations that promote international education responded to the survey. Respondents came from schools, programs and organizations varying in size and geographical location. Coding was done according to themes found in respondent's answers. The survey was distributed through numerous related listservs and posted to the online NAFSA Research and Scholarship Network. Appendix B contains graphs and tables which exhibit non-identifying responses to the survey. This needs assessment will follow a model created by Alexander Astin (2012): examining the *inputs* into a potential program, the *environment* surrounding a potential program and possible *outcomes* of the program. (p. 17)

Inputs. There appears money available, knowledgeable staff and policies already in place to support the creation of this program at Dartmouth College. The King Scholarship, a scholarship and leadership training program for Dartmouth international students from developing countries, has already been running for several years with a similar funding level to the Reich Scholar Program. Further information on the King Scholar Leadership Program is found in Appendix C. Potential funding sources for the

Reich Scholar Program include available funds from the college's endowment to support scholarships, or donations from the college's alumni base, such as possibly from the family and friends of Alan Reich, the program's namesake.

There is knowledgeable staff already at the College to support the implementation of this program. Critical offices that should be involved in the program implementation include: the Office of Pluralism and Leadership, center of socio-cultural advising and programming on campus, the Office of Visa and Immigration Services, and Student Accessibility Services. Other offices that should be considered stakeholders for the program are: Admissions, Financial Aid, the First Year Student Enrichment Program, Dick's House-center of campus health services, the Deans of the College, Office of General Counsel and the President's Office.

Various policies at Dartmouth support the creation of a program such as Reich Scholars. These policies will be important to consult during the implementation of initial program cycle. President Hanlon's *Moving Dartmouth Forward* plan speaks of the necessity of the College to attract more students from a diversity of backgrounds. The need-blind admissions policy employed by Admissions and Financial Aid supports matriculation of ISWD who may lack the financial resources to pay for expenses at the school.

The Student Accessibility Services Office outlines the rights, benefits and responsibilities relating to disability on campus. A chart on the office website first ascertains that while it is the right of the institution to "protect the integrity of...academic standards and programs," it is the responsibility of the institution: "to provide services, program modifications, academic adjustments, and accessibility of the built environment needed to assure program accessibility, assure that policies, procedures and practices are

non-discriminatory, [and] provide proper notice of policies and procedures of how to request appropriate ‘accommodations’.” The chart also outlines the rights and responsibilities of students regarding disability, stating that students have the right “to participate fully, in an integrated manner in all aspects of the college and university experience.” Responsibilities of students identifying as having a disability include: “[to] provide reasonable documentation to substantiate disability-related need, [to participate] in securing and using disability-related services, [with] timely and appropriate communication.” The chart includes a note about the right and responsibilities of international students, noting that individuals should be “mindful of possible differences in eligibility for public entitlements, private insurances, financial resources” and notes the use of “English/ASL/U.S. Braille as appropriate for communication” (2009, “Rights”).

Environment. Numerous gaps exist in current support, from the regulations students are subject to and student affairs support at individual institutions. Again, as reported on the 2015 i-Graduate *International Student Barometer*, finances to pay for tuition and living expenses are among the areas of lowest satisfaction for international SWD in the United States (Mobility International, n.d., “Statistics”). Thirteen professionals who responded to my survey labeled “financial access” as a critical barrier to ISWD coming to the United States. Only two respondents shared that their institution or organization offers a scholarship specifically for ISWD.

One survey respondent specifically commented on the lack of support in current US international student immigration regulations for SWD, saying: “...I know that current F1 and J1 regulations are not very adaptable to some types of disability (say long term need for lower enrollment).” MIUSA outlines several visa related considerations for international students with disabilities, including course load requirements, reduced

course loads, and health insurance requirements. (n.d., “Visa Considerations”)

Universities should present these considerations to international students as early and explicitly as possible in order to support SWD they are aware of but as well as for students who may be initially hesitant to disclose a disability.

Another environmental need that emerged from the survey was a desire from participants for a greater awareness of the needs of students with disabilities. One participant wrote in the survey they would like: “[a] better explanation of rules surrounding disability accommodations and explaining what services are available for students.” Another participant responded, “our office would need to know the number of students that are/are not coming to our programs due to the perceived or real barriers of disability.”

A key theme throughout survey responses was participants seeing a need for more collaboration between an international/immigration office and disability services. One participant from an international office wrote, “We should work with our Student Disability Resource Center to include information about support for students with disabilities in our orientation. We do mention the office, and have utilized their resources in the past for international students with disabilities.” A participant from a disability services office wrote they would like: “more involvement during orientation, as well as more communication with the international office.” An international exchange organization that responded to the survey wrote, “We would like to see international and disability offices’ collaborate more often to reach more international students with disabilities in recruitment efforts, pre-arrival support, and creating peer mentorship program to support international students adjustment to a new disability culture.”

Trends amongst peer schools and organizations on the national level would support the implementation of this program at Dartmouth College. As already outlined, there is movement within the Ivy Plus network to diversify student body of institutions, starting with the implementation of a need-blind admissions policy. The implementation of the Reich Scholar Program would allow Dartmouth College to expand this trend to specifically recruit SWD, which is a population that does not appear to be currently targeted within its peer network. There are several national level trends to recruit ISWD to study in the United States. The theme of the State Department's 2015 International Education Week was *access for all*. The events of the week included a web chat sponsored by EducationUSA, hosted by Judith Heumann, the State Department's Special Advisor for Disability Rights, was an opportunity specifically for international SWD to learn about studying in the United States and ask questions. (IIP Interactive) MIUSA (2016) has initiated several social media campaigns, with the hashtags #access2usa and #accesslanguages, to promote the participation of international SWD in US higher education programs. ("Make #Access2USA")

Dartmouth College already has partnerships with organizations such as ConnectBridge and Bridge2Rwanda to support its recruitment of students from diverse backgrounds (2016, "Dartmouth's Early Admissions"). The implementation of the Reich Scholar Program is an opportunity to develop additional partnerships with the organizations such as MIUSA and Education USA already doing work to attract SWD to the United States, as well as to deepen and reaffirm existing partnerships.

Outcomes. Astin (2012) describes looking at outcomes of a potential program in a needs assessment as "those aspects of the student's development that the institution either does influence or attempts to influence through its educational program and practices." (p. 41)

A survey participant touched on potential student development outcomes, but also looked at the institutional outcomes of developing a program for international students with disabilities writing, “I think that there are a lot of benefits to developing this support too... Increased or deepened partnerships, further promotion or word of mouth about what my office offers, increased intercultural competence for my staff and for our students.”

During my internship at Dartmouth I interacted with numerous offices that provide support services for students for students from diverse identities. However, in the immigration check-in sessions I observed and literature I saw distributed to incoming international students and scholars, there was little to no mention of the campus Student Accessibility Services office. This trend has continued upon my review of public documents published by the College. President Hanlon’s *Moving Dartmouth Forward* plans calls for a more diverse student body, but there is no mention of international students or support for SWD in the document. Responses from the survey I distributed to professionals across the United States helped to uncover the current lack of specific support services for ISWD and develop an initial list of needs observed for the ISWD demographic. Using these results to address the gap at Dartmouth College, I am proposing the Reich Scholar Program.

Program Description

The Reich Scholar Program, set at Dartmouth College, models a scholarship and leadership program intended to fit a growing need within US higher education to increase access and specific support for ISWD. The scholarship element will help to circumvent the barrier of financial access for ISWD, covering the costs of tuition, room and board for four years of study. The leadership and experiential elements of the program will enhance and equip students with professional skills throughout the four years of undergraduate

study. This capstone focuses on the curriculum and design for a pilot year of the program, which will be created for an initial cohort of six students. There is a goal of six students for the initial pilot year cohort in order to reasonably support the varying needs of students who will come from diverse ability and cultural backgrounds. Ideas for a general curriculum and design in the latter years of the program are outlined following the details for the pilot year. Some of monthly meetings during the program pilot year will be open to staff in order to simultaneously equip staff with increased knowledge and competency on accessibility and working with SWD.

Goals and Objectives

Institutional Level

Project Vision: The establishment and implementation of the *Reich Scholar Program* at Dartmouth College will equip and empower ISWD, contribute to making the college's opportunities more supportive of ISWD, and serve as an institutional model for a more accessible, informed campus community relating to disability rights.

Goal 1: Dartmouth College will establish a positive reputation of welcoming, equipping, empowering ISWD in the Ivy League.

Objective: The College will see a ten percent increase within the population of matriculating international students who identify as having a disability by September 2020.

Strategy for Objective: The College will establish partnerships with establish strategic local, national and international partnership by September 2018 to begin targeted recruiting of international students with disabilities to the college.

Goal 2: Dartmouth College will foster a culture of competent college personnel with understanding and support around ability and accessibility for ISWD within the community.

Objective: The College will introduce, promote and increase faculty and staff participation with the program during the 2018-2019 school year.

Strategy for Objective : To introduce the program, the College will mandate that faculty and staff stakeholder attend three program meetings during the 2018-2019 school year, providing an opportunity for faculty and staff to discuss ability, accessibility, universal design for learning and empowering students with disabilities alongside cohort students.

Strategy for Objective: A yearly meeting will be held with students at various stages of program and program stakeholders¹ to discuss the program's impact and practices relating to disability that the college can strengthen.

Participant Level

Participant Vision: By graduation, student participants in the Reich Scholar Program will be informed, equipped and empowered young adults capable of analyzing the social/cultural constructions of disability, maturely presenting these constructions to others within their communities and capable of advocating for change in policy.

Goal 1-Students will be equipped with analytical and reflection skills in order to strengthen their capabilities relating to self and group-advocacy.

Objective: By graduation, students will have recognized the existence of various perspectives and experiences of relating to *ability* and *culture*.

¹ Stakeholders listed in the input section of the needs assessment

Objective: Students will increase awareness of and be able to describe US disability culture in relation to the disability culture in their home communities.

Objective: Students will be able to identify and compare the various attitudes and influences that contribute to perceptions of disability from cultures and regions around the world.

Measure: Older program students will facilitate discussions for younger students relating to the above objectives, demonstrating their growth in understanding and expressing thinking around these topics.

Measure: Graduating seniors and alumni will be asked to examine their thought processes surrounding the above objectives in the post program interview and alumni survey.

Goal 2-: Reich graduates will be equipped and empowered “authors of their own lives”², demonstrating ownership of their own beliefs and values in relation to disability, diversity and advocacy.

Objective : By the end of sophomore year: students will demonstrate increased recognition of multiple perspectives that exist on an issue or experience.

Measure: In activities at monthly meetings, students will be asked to represent and defend a perspective that may be different than their personal perspective.

Measure: Students will demonstrate recognition of multiple perspectives that exist on an issue or experience in the mid program evaluation.

² *Note.* From Baxter-Magolda, M.B. & King, P.M. (2004). *Learning Partnerships: Theory and Models of Practice to Educate for Self-Authorship*. Sterling: Stylus Publishing.

Objective : By the end of senior year: students will have evaluated multiple perspectives on an issue or experience in relation to and be able to define these perspectives in relation to their internal beliefs.

Measure: Students will evaluate multiple perspectives on an issue in relation to their own perspective on an issue in their post program evaluations.

Objective : Students will express an increased understanding of empathy and begin or continue to apply empathy in their discussions with others in the program or in daily life.

Measure: In evaluations throughout the phases on the program, students will comment on the power of empathy and the impact this understanding has on their daily interactions and goals for their professional work.

Measure: Impact stakeholders will comment on an observed increase of students practicing empathy, from program participants and the general Dartmouth College student body.

Goal 3: Reich graduates will possess life skills that they can draw on in relationship to discussions and work surrounding disability, diversity and advocacy.

Objective: Students will utilize the skill of shifting one's frame of reference to understand a perspective or issue; understanding the concept and applying this skill in their own lives.

Objective : Students will have an expanded capacity of listening to understand diverse realities other than their own.

Measure: Students will attend presentations with organizations during Leadership Weeks that possess a variety of viewpoints on disability advocacy and cross-cultural exchange.

Measure: Older program students will facilitate monthly meetings for younger students, learning to guide discussion and learning without the explicit declaration of their opinion on a subject.

Objective: Students will have developed self and group advocacy skills that they can draw upon throughout their life in relation to disability or any other marginalized group that they identify with.

Measure: Students will participate in activities designed to introduce and experiment with advocacy skills during monthly meetings.

Measure: By June 2021, Reich Scholar Program students will have influenced three policy changes relating to accessibility at Dartmouth College.

Goal 4: Reich graduates will be prepared and empowered for contributing to and navigating a professional position with a disability.

Objective : Students will understand how to draw upon their life experiences with a disability in job searching and their professional careers.

Measure: Students will participate in two professional development workshops Dartmouth's Center for Professional Development before graduation.

Objective : Students will show increased recognition of their strengths, in spite of and because of their life experience with a disability, that may influence their future vocation and career choices.

Measure: Students will complete Gallup’s *Strengths Quest*, a measurement instrument that allows individuals to better understand their unique strengths and how they most naturally think, feel and behave.

Measure: Students will participate in intentionally designed activities in both monthly meetings and Leadership Week to reflect on their unique strengths and how to apply these in their life and the work they want to do.

Objective: Students will have increased competencies in professional, leadership and presentation skills through participating in an internship and facilitating three group meetings over the course of their undergraduate career.

Evaluation Plan

John Hudzik and Michael Stohl (2009) present three essential questions for evaluating an internationalization activity in higher education. First, “*what are the institutional objectives related to an international activity?*” (p.9) Several of Dartmouth College’s core values, as outlined in the mission statement, reflect importance placed on internationalization and diversity related programming, such as: “Dartmouth embraces diversity with the knowledge that is significantly enhances the quality of a Dartmouth education” and “Dartmouth supports the vigorous and open debate of ideas within a community marked by mutual respect.” President Hanlon’s 2015 initiative to emphasize diversity in recruitment and admissions draws from another core value, stating: “Dartmouth recruits and admits outstanding students from all backgrounds, regardless of their financial means” (2017, “Mission Statement”).

The second question Hudzik and Stohl ask of evaluation is: “*How do we measure and know that objectives have been achieved? (or to what degree?)*” (p.9) The Reich Scholar

Program staff will employ numerous tools to measure the impact of the program, including:

- Coding of program related themes from admissions essays of students that participate in program, preserving their beliefs before participating in program
- Students will complete an interview at beginning of freshman year discussing their attitudes and beliefs in relation to the program themes. Students will complete a program evaluation each academic year.
- Students will complete a post program evaluation right before graduation. There will be a variety of evaluation formats that students can choose from for their mid-program and post program evaluations, including a taped interview, writing an essay or completing a survey.
- A yearly impact discussion meeting will be held with students at various stages of program and stakeholders identified in input section of the needs assessment.
- Stakeholders identified in the input section will complete yearly surveys to gauge their perceptions of the program's impact.
- Participants will complete an impact survey five years following graduation.
- A survey will be open once a year to students not participating in program to gauge perception of/impact of program on the campus and its culture.

Finally, Hudzik and Stohl write that internationalization evaluations need to ask, “What do the achievements contribute or what value do they add to overall missions and objectives of an institution?” (p. 9) The potential benefits of the Reich Program are numerous. Executing this program has the potential to set Dartmouth as a leader in ability inclusion in higher education within the Ivy Plus network, as well as on national and global levels. The program is an opportunity for Dartmouth to develop new partnerships with organizations already doing work with ISWD, such as Education USA and MIUSA. The publicity of this program and its values may motivate further alumni donations and the applications to the school of students who do not identify with the program's target student group.

Curriculum

Theory

The target population of the program will be ISWD is expected to be 17 to 23 years old,

representing diverse abilities, races, and nationalities. Participants in the pilot year will be at the beginning of Jeffrey Arnett's *emerging adulthood*, having just left their homes, families and beginning a transition into a new environment. Every experience from academic and social life will pose contextual challenges that trigger dissonance and it is critical to recognize their stages of identity exploration. The goals of the program are written to move students along Baxter-Magolda's developmental trajectory, from the first point of largely following *external formulas* towards *self-authorship* at graduation. The curriculum will balance opportunities for discussion on theory with participants making connections to practice, between theirs and other cohort members' life experiences, as well as the experiences and perspectives of speakers at monthly meetings and organizations visited during Leadership Week.

Content and Instructional Methods

The Reich Scholar Program runs the entirety of a participant's undergraduate career at Dartmouth College. This capstone offers a curriculum for the pilot year of the program. The overall program structure is grounded in David Kolb's experiential learning theory, with opportunities for learning at each of the stages: *concrete experience, reflective observation, abstract conceptualization* and *active experimentation*. (Smith, 2010, "David A. Kolb") The experiential learning cycle guides the sequencing of curriculum materials found in the appendices. The curriculum will consist of monthly meetings that are a combination of trainings and reflections on topics and perspectives relating to disability, diversity and inclusion. Monthly meetings during the pilot year will be facilitated by program staff and invited speakers. As the program progresses several cycles, upperclassmen could have the opportunity to facilitate monthly meetings. First year students will participate in Leadership Week in Boston, visiting with non-profits and

governmental organizations doing work related to disability, diversity and policy, who will share their experiences.

Returning to the participant vision from the goals and objectives, the pilot year curriculum will focus on “analyzing the social and cultural constructions of disability” and introducing participants to various *policies* and *actors* already affecting disability rights. Following is a breakdown of topics and programming that will address those areas:

I. Social construction of disability

- i. Presentation and discussion of perspectives of the social versus medical model
- ii. Presentation of ADA and discussion of how this policy creates a social construction of disability
- iii. Presentation and discussion of perspective of feminist disability theory
- iv. Speakers on transitions programs for young adults with disabilities, social factors that play a role in these programs

II. Cultural construction of disability

- i. Speaker will present Deaf culture
- ii. Speaker will present Catholic theology of disability as a cultural perspective
- iii. Organizations visited during Leadership Week will have their own cultural perspective on disability, students will discuss these organizational cultures during group reflection time in the evenings.

III. Policy Perspectives

- i. Amnesty International
- ii. Harvard Law Project on Disability
- iii. Disability Law Center
- iv. Work of Senator Elizabeth Warren’s office

The pilot year schedule, curriculum, example materials found in the appendices, and program timeline that follow are an educated, first exhibition of how the Reich Scholar Program could be implemented. The goals, objectives and literature review were used to drive content and design of activities. The Reich Scholar Program will evolve in

implementation to align and serve the needs of student participants through insights from the monitoring and evaluation plan.

Schedule and Curriculum for Pilot Year Monthly Meetings

Month	Topic	Presenter	Open to Staff?	Explanation
FALL TERM				
September	medical model of disability	Reich Program Staff	No	Reich Program staff will lead students through a brief theoretical presentation of the medical model of disability and a series of experiential activities and reflection discussions to allow participants to make connections between the model and their experiences. ³
October	Deaf or deaf-What is the difference?	speaker from Manchester Program for Deaf and Hard of Hearing	Yes	A staff member from the Manchester Program for Deaf and Hard of Hearing will discuss Deaf culture and services available through the Manchester Program. The meeting will conclude with an open discussion.

³ *Note.* See Appendix D for a possible curriculum material that could be used to discuss the medical model of disability.

				Reich Program staff will lead students through a brief theoretical presentation of the social model of disability and a series of experiential activities and reflection discussions to allow participants to make connections between the model and their experiences. ⁴
November	social model of disability	Reich Program Staff	No	
WINTER TERM				
				Both Reich Program Staff and staff from Student Accessibility Services will present the ADA, including explanation of relevant social history, legal implications and how the ADA is generally applied in higher education today. The meeting will conclude with an open discussion. ⁵
January	ADA	Reich Program Staff/Student Accessibility Services	Yes	

⁴ *Note.* See Appendix E for a possible curriculum material that could be used at this meeting to discuss the social and medical model of disability.

⁵ *Note.* See Appendix F for a possible curriculum material that could be used at this meeting to discuss the ADA.

February	Disability in the Catholic Church: Theology and Practice	Meg Constantini, Catholic Campus Minister for Dartmouth's Aquinas House	Yes	Ms. Constantini has extensive knowledge of Catholic theology relating to disability and experience working with individuals with disabilities. Her experience stems from Catholic Social Teaching. She will briefly present her experience from within the Catholic Church as a cultural perspective and then an open discussion will be held. Students will be asked to tie this perspective to knowledge of other models of disability they have been presented with thus far.
March	Feminist Disability Theory	Reich Program Staff	No	Reich Program staff will lead students through a brief theoretical presentation of feminist disability theory and a series of experiential activities and reflection discussions to allow participants to make connections between the model and their

				experiences. ⁶
SPRING TERM				
April	Transitions Programs for Self-Empowerment and Self-Advocacy	Speaker from Project Search at DHMC	Yes	A staff member from Dartmouth-Hitchcock Medical Center will present Project Search and discuss how self-empowerment and self-advocacy skills are developed for individuals through the program. The meeting will conclude with an open discussion.
May	Year Wrap-Up/Group Celebration	Reich Program Staff	No	Reich Program staff will lead students through a series of experiential activities and reflection to summarize student learning from throughout the year. The meeting will conclude with a social at Morano Gelato in downtown Hanover.

⁶ *Note.* See Appendix G for a possible curriculum material that could be used at this meeting to discuss feminist disability theory and intersectionality.

Leadership Week in Boston

<u>Date</u>	<u>Activity</u>	<u>Explanation</u>
Sunday	<ul style="list-style-type: none"> • Depart Hanover on Dartmouth Coach for Boston South Station as a group • Check-in at hotel • Group dinner 	
Monday	<p><u>Morning</u>: Tour Freedom Trail</p> <p><u>Afternoon</u>: Meeting with Staff at Senator Elizabeth Warren's Office</p> <p><u>Evening</u>: Group reflection and free time⁷</p>	The day's activities will be an introduction to history and context of government policy in Boston and Massachusetts.
Tuesday	<p><u>Morning</u>: Visit to Disability Law Center of Massachusetts</p> <p><u>Afternoon</u>: Meeting with contributors to Harvard Law School Project on Disability</p> <p><u>Evening</u>: Group reflection and free time</p>	Students will discuss intersections of disability culture, rights and law. During the reflection time, students will connect presentations from the day to theory discussed during program meetings at Dartmouth, as well as their personal experiences.
Wednesday	<p><u>Morning</u>: Visit Combined Jewish Philanthropies (CJP)</p> <p><u>Afternoon</u>: Meeting at Amnesty International, Boston office</p> <p><u>Evening</u>: Group reflection and free time</p>	<ul style="list-style-type: none"> • The Combined Jewish Philanthropies is a Boston based organization with a history of supporting persons with disabilities. Students will be specifically meeting

⁷ Note. See Appendix H for possible reflection questions after the first day.

		<p>with staff that works with the 'Transitions to Work' program, which trains young adults with disabilities with skills needed for employment.</p> <ul style="list-style-type: none"> The meeting at Amnesty International will discuss the organization's work for persons with disabilities and set the discussion of disability rights within a larger human rights contest.
Thursday	<ul style="list-style-type: none"> Breakfast in Little Italy Return to Hanover via Dartmouth Coach 	

Four Year Program Timeline-A First Look

<u>Stage of Undergraduate Experience</u>	<u>Activity</u>	<u>Stage of Experiential Learning Cycle</u>	<u>Notes</u>
Pre-Arrival	<ul style="list-style-type: none"> Admissions process 2 Skype calls over summer before traveling to US 		<ul style="list-style-type: none"> First Skype call will consist of introductions and discussion of group norms Second Skype call will discuss questions regarding logistics of travel to US
First Year	<ul style="list-style-type: none"> Students will 	Concrete	The individual meetings

Orientation	<p>participate in International Student Orientation (ISO)</p> <ul style="list-style-type: none"> • A workshop on culture of disability in the United States will be held for all students at ISO (See Appendix I for a training plan) • Individual meetings for program participants 	Experience, Reflective Observation	<p>for program participants will consist of:</p> <ul style="list-style-type: none"> • Pre-Program Interview • Meeting with Student Accessibility Services
First Year	<ul style="list-style-type: none"> • Attendance required at all monthly meetings for program participants • Leadership Week in Boston • Participate in program evaluation 	Concrete Experience, Reflective Observation	Leadership Week in Boston will include visits to organizations doing disability related work, policy advocacy and historical sites of interest.
Second Year	<ul style="list-style-type: none"> • Attendance at monthly meetings if on campus • Leadership Week in New York City • Participate in program evaluation. 	Concrete Experience, Reflective Observation, Abstract Conceptualization	With the structure of Dartmouth's D-Plan flexible enrollment plan, many second and third year students will not be on campus during terms of these two years. If a student is "in residence" at Dartmouth College during these years, they will be required to attend two out of three monthly meetings held during a term.
Third Year	<ul style="list-style-type: none"> • Attendance at monthly meetings if on campus • Internship • Professional 	Concrete Experience, Reflective Observation, Abstract Conceptualization,	

	Development Workshop with Center for Professional Development (CPD) <ul style="list-style-type: none"> • Participate in program evaluation 	Active Experimentation	
Fourth Year	<ul style="list-style-type: none"> • Attendance required at all monthly meetings for program participants • Professional development workshop with CPD • Exit interviews before graduation 	Concrete Experience, Reflective Observation, Abstract Conceptualization, Active Experimentation	Student participants must facilitate discussions at three meetings before graduation. They may choose the topic of discussion, with the approval of program staff.
Post Graduation	Students complete five year post-graduation survey.	Active Experimentation	

Program Marketing and Recruitment

There will be a variety of marketing strategies to promote the program. The program will be introduced in a story released by the college's Office of Communications. This story will be promoted on several social media platforms run by the college, as well as by specific offices that will be program stakeholders, such as the Office of Pluralism and Leadership. A story about the program will be written in the school's newspaper *The Dartmouth Review*. Program staff will explore opportunities for the program to be showcased through connections with notable alumni working in media, such as the possibility of an interview with alumnus, CNN correspondent and 2017 Commencement speaker Jake Tapper.

Marketing of the program will be closely tied to student recruitment and admissions efforts. The director of the Reich Scholar Program will need to establish a strong relationship with the international admissions representative for the College. Possible joint events with international admissions to promote both the program and matriculation to the college could include online web chats for potential students and the Reich Scholars director accompanying the international admissions representative to an in person event abroad. Program staff will also collaborate with organizations already working with ISWD, including MIUSA and Education USA to recruit for the program through web chats and a potential in-person event.

A brochure available in large print and Braille about accessibility services in the United States will be included with the acceptance packet sent to all admitted international students. The brochure will include information about the Reich Scholar Program and an application to the program.

Student Admissions

Per guidelines laid out on the web page for Student Accessibility Services, “each student must meet or exceed the essential requirements of Dartmouth and its programs with or without appropriate accommodations” (2009, “Rights”). Due to this guideline applications for the program will only be sent out to accepted international students.

Applicants will be required to answer the following questions in short essays or a video statement explaining: *1. How do you personally interpret the terms ‘disability’ and ‘access’? How have you experienced ‘access’ in your own life? 2. What kinds of contact have shaped your attitudes toward ‘disability’ and ‘access’? How would you like these attitudes to shift? 3. How will participation in this program help you reach your personal and professional goals?* Following best practices outlined by MIUSA, applicants must

submit official documentation of disability from a physician, with translation in English, in order to apply for the program (Mobility International, n.d., “Disability Documentation”). Evaluation of official documentation will be made with the input and guidance of Student Accessibility Services and the Office of General Counsel.

A selection committee composed of the program staff and representatives from the program stakeholder offices will review the applications. Participants will be selected based on demonstrating openness to cross-cultural learning, reflection on the social construction of ‘disability’ and an interest in advocacy. An individual’s documentation of disability must be reasonably complete and certified. The initial program cohort will have seven to ten student participants.

Program Staffing

The Reich Scholar Program will be run by two staff to be hired in the Office of Pluralism and Leadership, center of socio-cultural advising and programming on campus. The initial program staff will consist of a director and program assistant, whose responsibilities will be focused entirely on the Reich Scholar Program. The program director will be responsible for implementing the proposed curriculum and leading advising with students. It is recommended that the person who will fill this role have a related master’s degree, multicultural awareness, significant experience working with persons with disabilities and at least three years prior experience working in higher education. The program assistant will be responsible for the coordination of student documentation, logistics and serve as an advisor to participants. It is recommended that the person who fills this role have a related Bachelor’s degree, previous cross-cultural experience and familiarity with the ADA. More detailed job descriptions for these positions can be found in Appendix J.

Program staff will need to work in close conjunction with numerous other offices across campus, in order to ensure holistic advising to meet the varied needs of student participants. A bi-annual stakeholder meeting will be held with staff that will play a role in advising and supporting the program participants during the undergraduate career at Dartmouth. Representatives at the stakeholder meeting will include: the assistant dean of international students from the Office of Pluralism and Leadership, the immigration advisor to undergraduate students from the Office of Visa and Immigration Services, the director of Student Accessibility Services, representatives from Dick's House, the President's Office, the Office of General Counsel, and the Deans of the College.

Considerations will be made to ensure continued training and professional development opportunities for program staff. Two professional organizations that staff may consider attending conferences for or joining are: New England Association on Higher Education and Disability (New England AHEAD) and NAFSA: Association of International Educators. Membership and/or conference fees with these organizations will be covered by Dartmouth College.

Logistics

Megan Ritchie (2013) compiled a guide published by NAFSA entitled *Advising International Students with Disabilities*. In the guide Ritchie recommends that international advisors working with SWD be absolutely clear on policies regarding confidentiality, such as FERPA, HIPAA and any other institutional specific policies. The author adds to this: "Instead of trying to reinvent the wheel-which may also lead to misunderstandings or perhaps even violations of the ADA-work to use resources and procedures already in place as much as possible." (p. 2) The hiring process for program staff will ensure that the program director and assistant are knowledgeable of these

policies. One of the first recommended action items for program staff will be to meet with the Office of General Counsel to ensure all stakeholders have the same, clear understanding of law and policy surrounding confidentiality that will affect the program. Ritchie (2013) recommends that advisors create a contact chart for stakeholders, listing out an individual's job title/role, their main responsibilities and telephone/e-mail. (p.3) This will be another immediate action item for Reich Scholar Program staff, to stakeholder information on this program that touches on several areas of student affairs is organized immediately.

Scholarship funds will cover the majority of participant travel costs throughout the course of their undergraduate career. Students will have a flight between their home country and Boston-Logan airport covered two times per year, including transportation to and from Logan. General aspects of requesting disability-related accommodations for travel will be discussed in the first pre-arrival Skype call prior to a cohort's matriculation at Dartmouth. Students will be encouraged to contact the program staff individually with more specific questions.

Participants in the Reich Scholar Program will be housed during their semesters in residence within the Global Village, an international focused living learning community on Dartmouth's campus. Housing within the Global Village provides further opportunity for students to interact with other international students on campus and to learn and contribute to the diverse exchange of perspectives already occurring within these housing communities. The buildings where the Reich Scholars live are in compliance with the ADA.

Health and Safety Plan

The Reich Scholar Program will require numerous health and safety considerations.

These considerations would be tailored further once the unique needs of program participants are better known.

Health insurance is a part of the funding included in the scholarship. Student participants will be required to bring all prior health documentation to the United States and have this translated to English prior to their arrival at Dartmouth College. Program staff will establish a strong relationship with Dick's House, the center for Health Services, to ensure an open line of communication for students regarding daily needs. Dartmouth College is located within a ten-minute drive of Dartmouth Hitchcock-Medical Center, one of New England's best hospitals. There is an accessible bus that runs between the campus and hospital every half-hour during the week, should students have routine or emergency health concerns that they would need medical care for during their studies at the College. Throughout the year there is an after-hours number students can call for an appointment at Dick's House if they have a non-urgent medical concern.

Program staff will put an emphasis on promoting information and opportunities for students to seek counseling regarding mental health, as student participants will be going through numerous cultural adjustments at the College: potentially a different language, the US system of teaching, differing social norms in the United States, and a differing perception of disability than in their home country. Information regarding mental health workshops and free counseling with professional counselors at the College will be communicated regularly to students. Reich Scholar Program staff will hold two afternoons of open office hours during the school week, creating a space for students to ask logistical questions or to seek out advising on cross-cultural adjustment or other personal concerns.

Crisis Management Plan

There will be crisis management plans in place for participants both on campus and during activities off campus. If an emergency occurs with a student while on campus, a member of the staff will immediately contact either Campus Safety or 911 as deemed necessary. During International Student Orientation, staff will discuss with participants the role of Campus Safety and the significance of calling 911 in the United States. Students will be encouraged to download the “Dartmouth LiveSafe App” to their phones, which provides access to campus resources, an easy means to dial 911, campus safety-related communications and the option for anonymous tip reporting. (Dartmouth College: Department of Safety and Security, 2016, “Welcome Letter”) With the permission of student participants, program staff will meet with Campus Safety to ensure that their staff is aware of the accommodation needs of participants living in certain dorms and that an evacuation plan is put in place in case of an emergency.

There will be several safeguards put in place in case of an emergency occurring while students are participating in a program related activity. All Reich Scholar Program staff will be first aid and CPR trained, therefore able to utilize those skills should an emergency occur with a student. A staff member or student will be directed to immediately call 911 to seek further support with the crisis. Once the student or overall situation is deemed more stable, staff will contact director of the Office of Pluralism and Leadership. The director will initiate any further communications or action that need to be taken on the part of the College regarding the emergency situation.

Budget

REICH SCHOLAR PROGRAM**PILOT YEAR PROJECTED PROGRAM OPERATING EXPENSES**

Assumptions	
International Students in Cohort	6
Full-time Program Staff	2

				COST	UNITS	TOTAL
STAFFING:						
Program Director Salary					1	58,700
Fringe Benefits @ 30%					1	17,610
Professional Development						1,000
Program Assistant Salary					1	41,600
Fringe Benefits @ 30%					1	12,480
Professional Development						1,000
Sub-total						132,390
ADMINISTRATIVE:						
Marketing & Media					-	500
Monthly Meeting Refreshments				30	8	240
Speaker Presentation Thank you Gifts				25	3	75
Supplies/Copies					-	100
Sub-total						915
LEADERSHIP WEEK:						
Freedom Trail Tour Fee						

				10	8	80
Transportation				67	8	536
Lodging				500	8	4,000
Meal Allowance				180	8	1,440
Thank you Gifts for Partner Organizations				25	5	125
Sub-total						6,181
TOTAL EXPENSES PROJECTED						\$ 139,486

Budget Notes

I. Staffing

- a. Reich Scholar Program staff will be considered full-time employees of Dartmouth College. Their duties will be entirely for this program and not split with other responsibilities.
- b. The salary amounts listed were taken from publicly available salaries online for similar staff support service positions at Brown University. Staff salaries for Dartmouth College are not publicly available online. Brown and Dartmouth have comparable funding available for international student services.
- c. Fringe benefits have been calculated at thirty percent of a staff member's salary. This percentage has been taken from publicly available Human Resources information at Brown University.
- d. One thousand dollars per staff person will be allotted during the first year for travel to and participation in professional development conferences. Staff will use the pilot year to decide what organizations/if they would like to pursue membership in a professional organization.

II. Administrative

- a. The marketing and media expense accounts for:
 - i. Printing costs for literature on the program that will be distributed at recruiting events and mailed in the acceptance packets for all international first year students.
 - ii. Costs for stories run in campus, local and national level media run on program. Program staff will look to leverage connections with alumni in national media to promote program. Any publicity from alumni connections would be an in-kind donation.
- b. Refreshments of tea, coffee and juice will be available at monthly program meetings for students, as a part of making the meeting space a safe and comfortable space for students. The projected cost for refreshments includes a social at Morano Gelato in downtown Hanover for the last meeting.

- c. There will be one outside speaker at the program monthly meetings during each quarter/term of the pilot year.

III. Leadership Week

- a. The transportation expense accounts for:
 - i. A round trip bus ride between Hanover and South Station, Boston on the Dartmouth Coach
 - ii. A ticket for the MBTA (subway in Boston) during the trip
- b. The lodging expense account for the cost of five rooms over four nights in Boston. Students will share rooms and staff will share a room as appropriate with gender identities. The estimated cost per room is \$200. This budget line then calculates room cost (\$200) times five rooms over four nights to equal \$3200. The projected expenses of \$4000 was divided by eight, accounting for both students and staff.
- c. The expense for meals accounts for eleven meals per person over the trip.
- d. Students will meet with an estimated five partner organizations during Leadership Week in Boston.

IV. Additional Information

- a. The estimated program expense per student participant is \$23, 248.
- b. Potential student scholarship information is referenced in Appendix K.

Moving Forward

The Reich Scholar Program starts to fill several needs that are concurrently institutional, student and field-driven. Dartmouth College is in the midst executing a strategic plan to recruit and admit students from a diversity of backgrounds. The plan fails to include mention of two identity groups the College could recruit to: international students and SWD. The idea of a scholarship and leadership training program specifically for ISWD appears to be a new idea for the field, but would fulfill a potentially burgeoning need that has the support of professionals in a variety of roles across the field, including both international student services and disability services.

The Reich Scholar Program addresses the barrier of financial access, which from the limited research on ISWD in the United States appears to be the primary area of dissatisfaction for students. Professionals surveyed largely agreed that they viewed financial access as a major barrier for this demographic. Access cannot be limited to

money; thus the design of the program aims to be holistic. Discussions in group meetings, leadership week experiences, and potential opportunities for older students to facilitate programming for younger students will create a group of young international leaders who identify as having a disability, have skills to navigate a self-authored life and are able to advocate for the rights of themselves and others. The curriculum aims to present a diversity of perspectives on disability, combining theoretical models with the experience and practice of professionals. The combination of theory and practice will allow participants to make connections with the curriculum and their own experiences and perspectives. However, in any cross-cultural, intersectional program, there will always be additional and perhaps better theories, models and experiential components that could be utilized to meet unique and specific participant needs. Evaluation and monitoring of the growth and learning of pilot year participants will help to tailor and refine the curriculum to best meet the needs of the ISWD demographic. My survey results brought up the need for higher education professionals outside disability services to better understand accommodation services for SWD. By opening some program meetings to staff and faculty across the College could help close this gap in professional competencies, creating a more informed and equipped campus staff ready to support SWD.

This capstone is intended to plant fresh seeds in meeting the needs of ISWD and evolving, diversifying US higher education. The institutional model is rooted in my experience working with mentioned stakeholders at Dartmouth College for six months, mining the institution's website, and utilizing the limited resources provided. There are certainly design details that if implemented could be further tailored to Dartmouth's vibrant context. The perspective I brought to this came from a background in

international education with a beginning knowledge of disability services. Input on the design from someone with more professional experience in disability services could strengthen the accessibility of this program and its individual elements to real ISWD. However, the vision of this program goes beyond the specific needs and campus culture at Dartmouth College. There is recognition of a need and interest in best practices for supporting ISWD in the United States. My goal in this capstone is to look at how the pilot year of a program for ISWD with disabilities may look at an institution I had experience working at. The program looks to eliminate the barrier for some ISWD to obtaining a world-class education in the United States and consequently empower and equip these students with skills for advocating for themselves and others following graduation. The program also envisions involving and training faculty and staff to better understand and support ISWD, creating a more accessible and inclusive campus culture. Recalling an earlier citation in this paper, “Equity is every educator’s responsibility.” The Reich Scholar Program takes a step at creating more equity for students, within a specific institution and for the field of international education.

References

- Adams, M., Bell, L. A., & Griffin, P. (2016). *Teaching for diversity and social justice* (Third edition.). New York: Routledge.
- Arnett, J.J. (2007). Emerging Adulthood: What is it and what is it good for? *Society for Research in Child Development* 1(2), 68-73.
- Astin, A. W., & Antonio, A. L. (2012). A Conceptual Model for Assessment. In *Assessment for Excellence : The Philosophy and Practice of Assessment and Evaluation in Higher Education*. (p. 17-40). Lanham: Rowman & Littlefield Publishers.
- Astin, A. W., & Antonio, A. L. (2012). Assessing Outcomes. In *Assessment for Excellence : The Philosophy and Practice of Assessment and Evaluation in Higher Education*. (p. 17-40). Lanham: Rowman & Littlefield Publishers. (p. 41-68).
- Baxter-Magolda, M.B. & King, P.M. (2004). *Learning Partnerships: Theory and Models of Practice to Educate for Self-Authorship*. Sterling: Stylus Publishing.
- Carter, E. W., Swedeen, B., & Moss, C. K. (2012). Engaging Youth With and Without Significant Disabilities in Inclusive Service Learning. *Teaching Exceptional Children*, 44(5), 46-54.
- Chambers, R. (2002). *Participatory Workshops*. New York: Earthscan.
- City of Toronto: Equity, Diversity and Human Rights Division. 2017. Equity Lens- Definitions. Retrieved from <http://www1.toronto.ca/wps/portal/contentonly?>
- Coleridge, P. (2001). *Disability, Liberation and Development*. Oxfam: Dorset.
- Dartmouth College: Admissions. 2016. Class Profile. Retrieved from <https://admissions.dartmouth.edu/facts-advice/facts/class-profile>.
- Dartmouth College: Department of Safety and Security. 2016. Welcome Letter to Students. Retrieved from http://www.dartmouth.edu/~security/leftcol/9-6-16_doss_student_welcomeletter.pdf.

Dartmouth College. 2017. Mission Statement. Retrieved

from <http://dartmouth.edu/mission-statement>.

Dartmouth College: Student Accessibility Services. 2009. Rights, Benefits and Responsibilities-Disability on Campus. Retrieved from <http://www.dartmouth.edu/~accessibility/>.

Gobbo, Linda Drake. (2016). *Design Concepts and Evaluation:*

Developmental Theories. (Power Point slides). Retrieved from courses.worldlearning.org.

Hudzik, J. & Stohl, M. (2009). Modelling assessment of the outcomes and

impacts of internationalisation. In DeWit, H. (Ed.) *Measuring Success in the internationalisation of higher education*. (p. 9-21). Retrieved from <http://secretariageneral.univalle.edu.co/consejo-academico>.

Hanlon, P. (2015). *Moving Dartmouth Forward: President Hanlon's Plan*

for Implementation. Retrieved from www.dartmouth.edu/~president/forward/plan.pdf

IIP Interactive. (2015, November 20). EducationUSA Interactive: Access for

All. Retrieved from <https://www.youtube.com/watch?v=bhsKshkTGzo&feature=youtu.be>.

King Scholar Leadership Program. (n.d.) About Our Program. Retrieved

from <http://www.kingscholars.com/about/>.

Kolb, D. (Ed.). (2014). *Experiential Learning: Experience as the Source of*

Learning and Development, Second Edition. London: Pearson FT Press.

Levine, P. and Wagner, M. (2008). Transition for Young Adults Who Received

Special Education Services as Adolescents: A Time of Challenge and Change. In Osgood, D.W., Foster E. M., & Flanagan C. (Eds.), *On Your Own without a Net: The Transition to Adulthood for Vulnerable Populations*. p. 202-238. Chicago: University of Chicago Press.

Malhotra, Monica. (2016). *A World Awaits You: A Journal on People with*

- Disabilities Traveling with a Purpose*. Retrieved from [www.miusa.org/sites/defaults/files/documents/resource/AWAY Accessible pdf- International Students with Disabilities.pdf](http://www.miusa.org/sites/defaults/files/documents/resource/AWAY%20Accessible%20pdf-International%20Students%20with%20Disabilities.pdf).
- Mobility International USA (MIUSA). n.d. *Disability Documentation When Studying in the US*. Retrieved from <http://www.miusa.org/resource/tipsheet/documentation>.
- Mobility International USA (MIUSA). (2016). *Make #Access2USA a Reality*. Retrieved from <http://www.miusa.org/resource/tipsheet/scholarshipstous>.
- Mobility International USA (MIUSA). (n.d.). *Scholarships for US Study*. Retrieved from <http://www.miusa.org/resource/tipsheet/scholarshipstous>.
- Mobility International USA (MIUSA). (n.d.). *Speaking Out Against Injustice*. Retrieved from <http://www.miusa.org/resource/story/maegan>.
- Mobility International USA. (MIUSA). (n.d.). *Statistics: International Students who Use Disability Services Report Satisfaction*. Retrieved from www.miusa.org/resource/tipsheet/internationalstudentstats.
- Mobility International USA. (MIUSA). (n.d.) *Visa Considerations for Exchange Participants with Disabilities*. Retrieved from <http://www.miusa.org/resource/tipsheet/visas>.
- Nelson, L.J., Badger, S., & Wu, B. (2004). The influence of culture in emerging adulthood: Perspectives of Chinese college students . *International Journal of Behavioral Development*, 28 (1) 26-36. DOI:10.1080/016502503440000244.
- Palombi, B.J. (2007). International Students with Disabilities. In Singaravelu, H.D. & Pope, M. (Eds.), *A Handbook for Counseling International Students in the United States* (p. 87-105). Alexandria: American Counseling Association.
- Perez, R. J., Shim, W., King, P. M., & Baxter Magolda, M. B. (2015). Refining King and Baxter Magolda's Model of Intercultural Maturity. *Journal Of College Student Development*, 56(8), 759-776. doi:10.1353/csd.2015.0085
- Princeton University-Office of Admission. (2017). *How Princeton's Aid*

- Program Works*. Retrieved from <https://admission.princeton.edu/cost-aid/how-princetons-aid-program-works>.
- Ritchie, Megan. (2013). *Advising International Students with Disabilities*:
Retrieved from
http://www.nafsa.org/uploadedFiles/Chez_NAFSA/Find_Resources/Publications/Periodicals/Epublications/Advising%20Internlt%20Students%20w%20Disabilitie s.pdf#!
- Roman, K. (2015, September-October). Walking's Not Everything In
Life. [Supplemental material] *Dartmouth Alumni Magazine*. Retrieved from
<http://dartmouthalumnimagazine.com/articles/walkings-not-everything-life>.
- Shakespeare, T. (2013). *The Social Model of Disability*. In Davis, L.J. (Ed.),
The Disability Studies Reader (p. 214-221). Retrieved from
<http://reader.elib.com.reference.sit.edu>.
- Silverstein, H. (December 14, 2016). Dartmouth's Early Admissions Are a
'Record Pool of Talent'. *Dartmouth News*. Retrieved from
<https://news.dartmouth.edu/news/2016/12/dartmouths-early-admissions-are-record-pool-talent>.
- Smith, M.K. (2010). David A. Kolb on Experiential learning. In *The Encyclopedia of Informal Learning*. Retrieved from <http://infed.org/mobi/david-a-kolb-on-experiential-learning/>.
- Thomson, Rosemarie Garland. (2011). Integrating Disability, Transforming
Feminist Theory. In Hall, K. Q. (2011). *Feminist Disability Studies*.
Bloomington: Indiana University Press. p. 11-48.
- Vinoski, E., Graybill, E., & Roach, A. (2016). Building Self-Determination
Through Inclusive Extracurricular Programs. *Teaching Exceptional Children*,
48(5), 258-265. doi:10.1177/0040059915626127

Appendices

Appendix A. Questions for survey to professionals.

What challenges do you see for international students with disabilities coming to the United States? Please rank.

- Financial access, ability to pay for tuition and living expenses in the United States
- Academic support
- Access to needed assistive technology
- Comprehensive immigration and visa advising
- Socio-cultural adjustment to living in the US
- post-graduation and career services support

Please explain your above ranking choices further:

Are there specific scholarship opportunities through your institution offered to international students with a disability?

Yes/No

If yes, please explain the scholarship further:

Are there specific scholarship opportunities through your institution offered to international students?

Yes/No

If yes, please explain the scholarship further:

Are there specific scholarship opportunities through your institution offered to students with a disability?

Yes/No

If yes, please explain the scholarship further:

Please check any programming opportunities your institution or office may provide specifically for international students with disabilities:

Orientation to culture of disability in United States
 Leadership training
 Experiential learning
 Career support

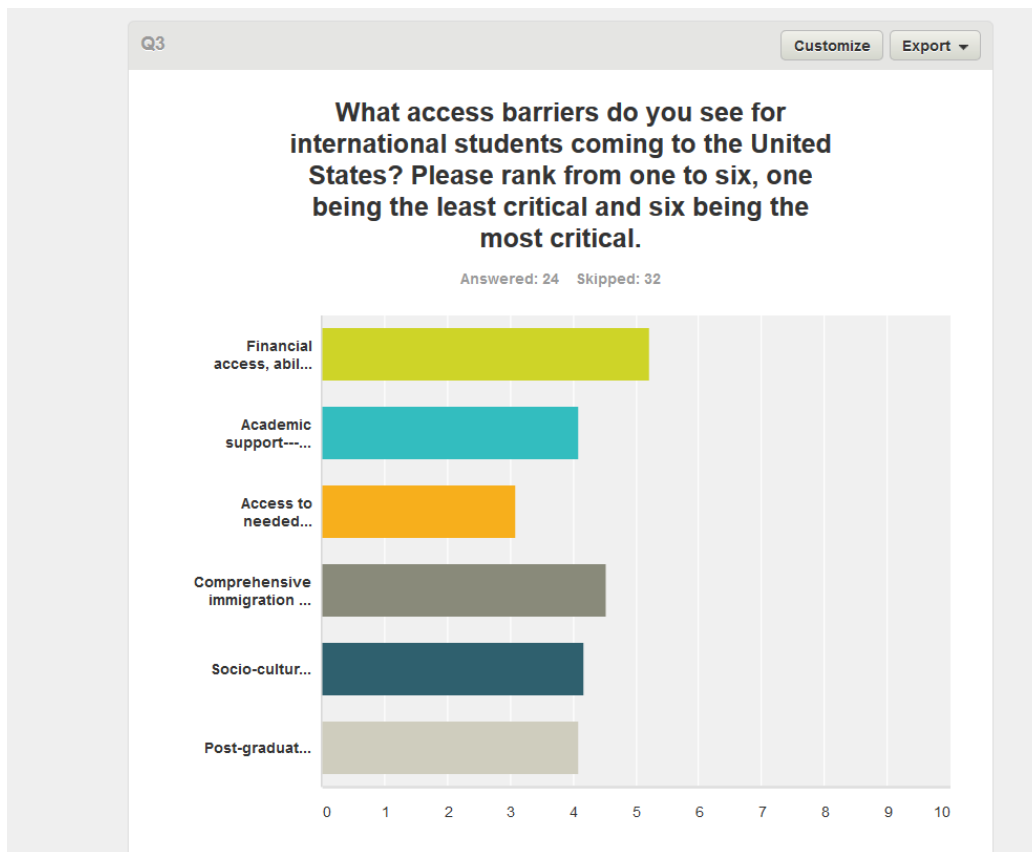
Please explain the programs offered by your office further:

Has your office/institution developed programs relating to disability that require participation of all international students? Please explain further.

Why would you like to develop your institution/office's support for international students with disabilities? Please explain further.

What challenges do you see to further developing your institutional/office support for international students with disabilities? Please explain further.

Appendix B. Data and responses from survey to professionals.⁸

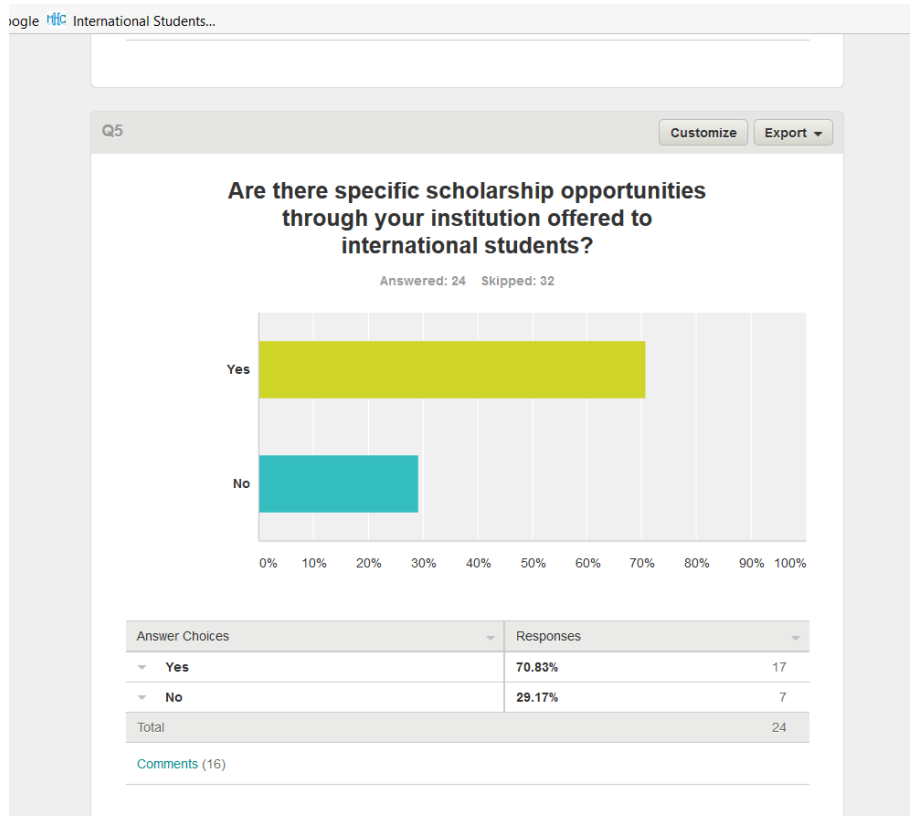
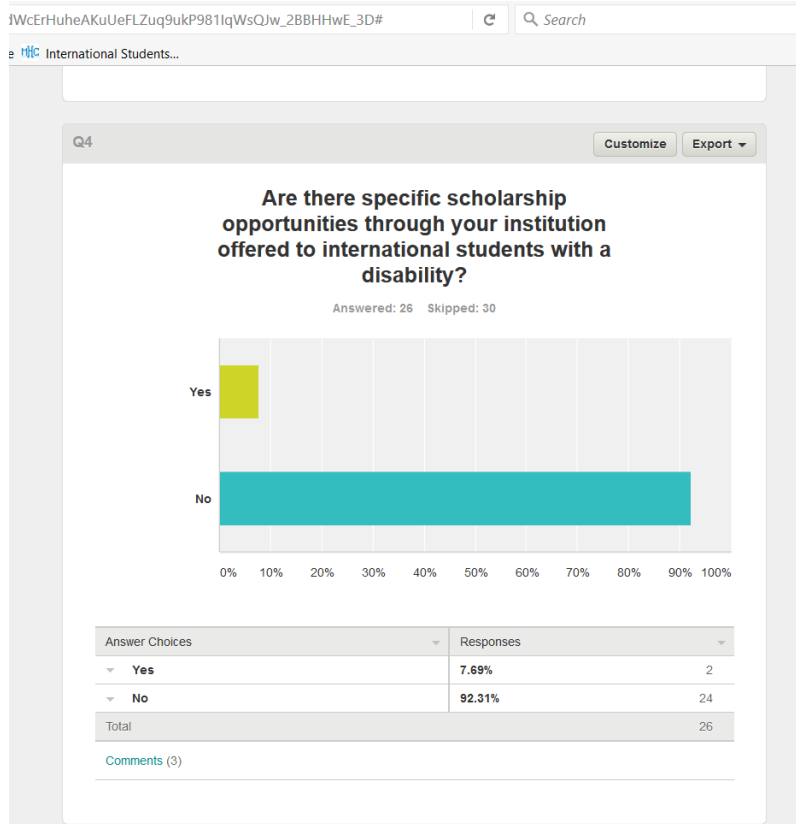


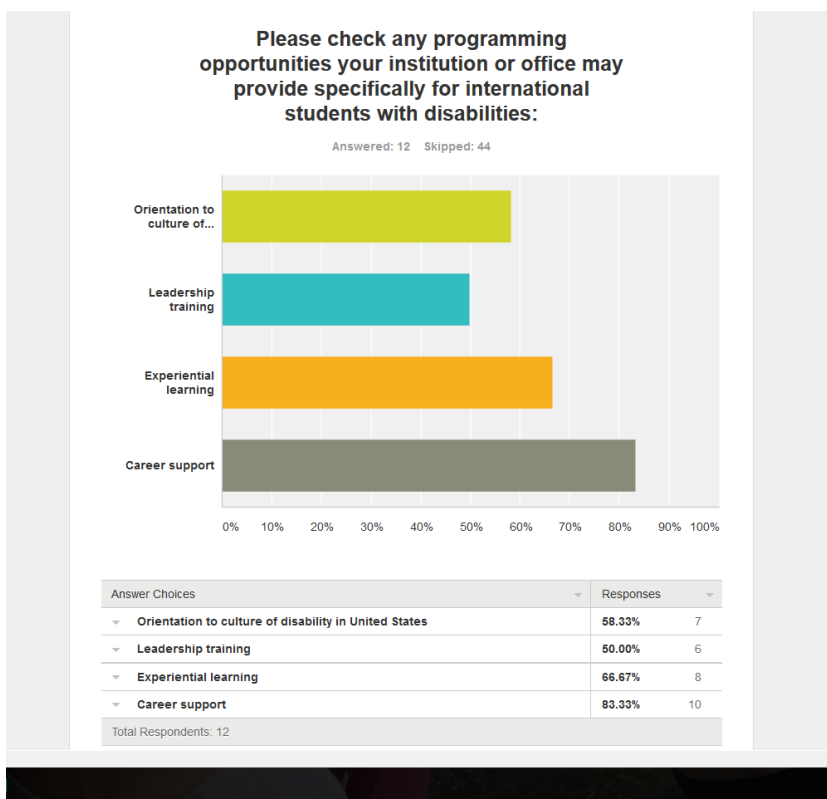
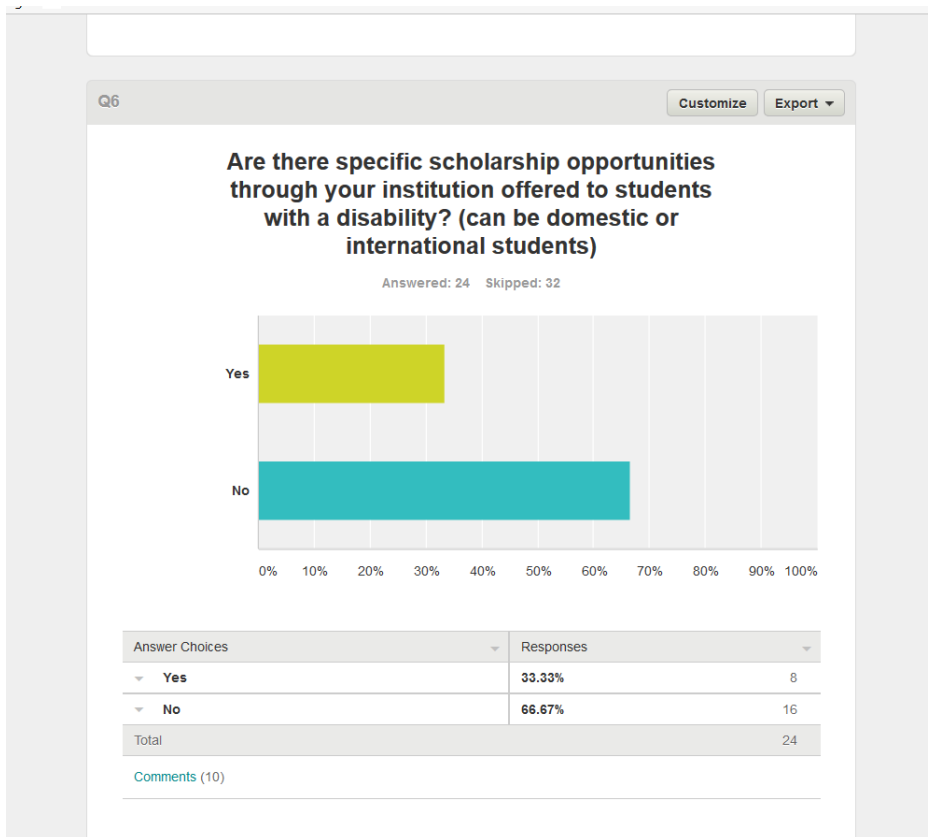
⁸ The images in this appendix do not include questions that yielded potentially identifying responses.


oy_2FAdWcErHuheAKuUeFLZuq9ukP981IqWsQJw_2BBHHwE_3D#

Google International Students...

	Least Critical	(no label)	(no label)	(no label)	(no label)	Very Critical	Total	Weighted Average
Financial access, ability to pay for tuition and living expenses such as medical, effective communication, and other activities of daily living in the United States	0.00% 0	4.17% 1	8.33% 2	4.17% 1	29.17% 7	54.17% 13	24	5.21
Academic support-- Academic success and disability services	0.00% 0	13.04% 3	21.74% 5	26.09% 6	21.74% 5	17.39% 4	23	4.09
Access to needed assistive technology	17.39% 4	30.43% 7	8.70% 2	26.09% 6	4.35% 1	13.04% 3	23	3.09
Comprehensive immigration and visa advising	0.00% 0	4.17% 1	12.50% 3	29.17% 7	33.33% 8	20.83% 5	24	4.54
Socio-cultural adjustment to living in the US	0.00% 0	4.17% 1	29.17% 7	29.17% 7	20.83% 5	16.67% 4	24	4.17
Post-graduation and career services support such as advocacy for reasonable accommodations and awareness of internship and practicum opportunities	13.04% 3	4.35% 1	13.04% 3	26.09% 6	17.39% 4	26.09% 6	23	4.09





ile  International Students...

What barriers do you see to further developing your institutional/office support for international students with disabilities? Please explain further.

Answered: 21 Skipped: 35

● Responses (21)
☁ Text Analysis
🔍 My Categories

PRO FEATURE

Use text analysis to search and categorize responses; see frequently-used words and phrases. To use Text Analysis, upgrade to a GOLD or PLATINUM plan.

[Upgrade](#) [Learn more »](#)

Categorize as...
Filter by Category
Search responses

Showing 21 responses

The international student population here tends to view receiving services for a disability with a stigma. It's rare to have a student identify with a learning disability in particular.
2/7/2017 9:50 AM [View respondent's answers](#)

Financial -- international students are often seen as "cash cows."
2/6/2017 9:54 AM [View respondent's answers](#)

Limited funding and staff needed to develop and implement any new initiative.
2/4/2017 6:27 PM [View respondent's answers](#)

Financial and human resources.
2/3/2017 10:31 AM [View respondent's answers](#)

The cultural expectations around disability for our international students
2/1/2017 9:26 AM [View respondent's answers](#)

Time to devote to this. I think that there are a lot of benefits to developing this support too. Increased or deepened partnerships, further promotion or word of mouth about what my office offers, increased intercultural competence for my staff and for our students.

Q11
Export

Appendix C. King Scholar Leadership Program⁹

Full Scholarships to Dartmouth College

King Scholars attend Dartmouth College, one of the United States' most prestigious universities, for four years at no cost to students or their families. This includes health insurance, a new computer in the first year, and annual travel between Dartmouth and the student's home country.

Strong Support

King Scholars receive pre-orientation support and mentoring services to help with the transition to college and ongoing academic mentoring throughout their Dartmouth careers. All King Scholars are part of the First Year Student Enrichment Program, an intensive experience that prepares students to handle many of the challenges they will face during the course of their first year. They are also part of a supportive and close-knit community of fellow Scholars and students.

Leadership Training and Networking Opportunities

Freshman and sophomore King Scholars participate in the King Leadership Week in Washington, D.C. or New York City. They meet with leaders in international development, learn about current international poverty alleviation projects, and network for future internships and/or employment.

Internships at International Organizations & Funding for Special Projects

King Scholars spend parts of each undergraduate year in international development internships with foreign ministries, international banking institutions, global NGOs or other organizations that match their specific interests. Past experiences have included internships with the World Justice Project, Grassroot Soccer, and MASS Design Group. Additionally, Scholars have the opportunity to develop and implement original projects aimed at addressing extreme poverty in their country of origin.

International Alumni Network

After graduating from Dartmouth, King Scholars are encouraged to return to their home countries to work on poverty alleviation. An international alumni network, supported by Dartmouth, connects all current and past King Scholars with one another in a supportive community.

The King Scholar Leadership Program looks for students who are

- Involved in their communities

⁹ *Note.* Full text of this appendix from King Scholar Leadership Program. (n.d.) About Our Program. Retrieved from <http://www.kingscholars.com/about/>.

- Passionate about creating positive change
- Interested in alleviating poverty in their own countries
- Capable of succeeding at a top U.S. university
- Driven to succeed in whatever they do
- Proficient in English

The Dartmouth Admissions Office selects students for this special honor who embody the vision of the program, including a commitment to alleviating poverty, a record of academic excellence, and a passion for global issues. All applicants to Dartmouth College from developing nations are considered for the King Scholar Leadership Program. (There is no special application for the program.)

Appendix D. Using the *Johari Window* to Examine the Medical Model of Disability

The *Johari Window* is a versatile framework that can be used to enhance awareness of difference.¹⁰

The use of this tool aligns with the following participant objectives:

- “...students will have evaluated multiple perspectives on an issue or experience and be able to define these perspectives in relation to their internal beliefs.”
- “Students will express an increased understanding of empathy and begin or continue to apply empathy in their discussions with others in the program or in their daily lives.”

Generalized staff answers and guiding points can be found below in red. A student completing this table is welcome to imagine their self as the “person with disability” and complete answers from that perspective. Answers will vary with an individual’s life experience and cultural background.

	Person with disability knows	Person with disability does not know
(A good) Doctor knows	<ul style="list-style-type: none"> • Disease and disability are exhibited differently in everyone. For example, because a study says that people with a certain visual disability are often blind by age 20, that does not mean that person will be completely blind by age 20. • Rights and responsibilities living with a disability (this a gray area, knowledge base could vary for both “individuals”) 	<ul style="list-style-type: none"> • The medical research relating to an individual’s disability. (Again, a gray area of knowledge base for both “individuals”)

¹⁰ Note. From Chambers, R. (2002). *Participatory Workshops*. New York: Earthscan. p. 111.

<p>Doctor does not know</p>	<ul style="list-style-type: none"> • The motivations and individual drive of a person with a disability. • Hidden identities/life experiences that may affect someone living with a disability. (Ex.-an individual's religious beliefs, sexual orientation, family support etc.) • The doctor's experience with disability outside a clinical environment. 	<ul style="list-style-type: none"> • What medical research in the future could affect/improve a person's quality of life • How future government policy relating to disability will shape someone's quality of life
-----------------------------	---	---

Appendix E. The Social Model in Practice? *Speaking Out Against Injustice*

The following reading could be used to generate discussion at the group meeting on the social model of disability. The reading could be used towards the following participant objectives:

- “...students will have recognized the existence of various perspectives and experiences relating to *ability* and *culture*.”
- “Students will be able to identify and compare the various attitudes and influences that contribute to perceptions of disability from cultures and regions around the world.”
- “...students will demonstrate increased recognition of multiple perspectives that exist on an issue or experience.”

Speaking Out Against Injustice ¹¹



IMAGE DESCRIPTION: Maegan poses between two large rocks.

Maegan's first experience abroad opened up her eyes to international disability advocacy, a field that she's dedicated herself to ever since.

When she first traveled abroad with MIUSA on a disability leadership exchange program to Costa Rica, Maegan fell in love with advocacy and wanted to help others reach their potential. Since then, she's traveled to Belize and the Bahamas to do mission work, studied in Greece, interned with a disabled people's organization in Kenya, taken on a master's degree in International Development at Gallaudet University in Washington, D.C., and served as a Youth in International Development and Affairs (YIDA) intern.

¹¹ *Note.* From Mobility International USA (MIUSA). (n.d) *Speaking Out Against Injustice*. Retrieved from <http://www.miusa.org/resource/story/maegan>

Maegan tells us about how she made the leap into international disability rights work with her internship in Kenya:

Maegan: As I approached the end of my senior year in college, I figured why not combine my love for advocacy and adventures by going out to do an internship in a developing country? The Foundation for Sustainable Development (FSD) arranged my internship with a non-governmental organization in Kenya called Empowerment of Disabled Development Organization (EDDO). My project was to promote and improve the self-sustainability of the organization.

“My advice for anyone with a disability planning to do an exchange like this is to speak up if you feel there is something people can do to accommodate you, because chances are that they won't know how unless you say something.”

MIUSA: How did you fund your exchange?

Maegan: As a fundraiser for my program, I arranged an art auction in my community. I received generous donations from community members, a local disability organization, and a Christian organization called Journey of Sisters.

MIUSA: What was it like for you to live and work in Kenya?

Maegan: One of my challenges was figuring out how to live in another culture that was so different from what I was accustomed to in America. But the accomplishments, such as improving EDDO's self-sustainability and sending a young Deaf girl back to school, were worth the challenges. I learned a great deal of patience and perseverance from the local people, and in return, I believe I taught them that we cannot keep silent in the face of injustice.

MIUSA: What was it like as a visitor with a disability?

Maegan: I used hearing aids during my internship. In Kenya, the general cultural attitude is that disabilities are curses caused by something you or someone related to you did. However, various human rights-focused organizations are trying to change that attitude.

Discussion Questions for Students

1. What stands out to from reading Maegan's story?
2. Where do you see the examples of the *medical model of disability* in this story? Where do you see the *social model of disability*?
3. Where is *culture* discussed in this story?
4. Do you identify with any aspects of Maegan's story?
5. If you met Maegan after reading this story, what would you like to talk with her about?

Appendix F. The Impact of the Americans with Disabilities Act

Students will listen or read a story from NPR in 2015 about the ADA and its effects upon the 25th Anniversary. Click the following link:

<http://www.npr.org/sections/goatsandsoda/2015/07/24/425607389/how-a-law-to-protect-disabled-americans-became-imitated-around-the-world>

This activity addresses the following objectives:

- “Students will increase awareness of and be able to describe US disability culture in relation to the disability culture in their home communities.”
- “...students will have evaluated multiple perspectives on an issue or experience and be able to define these perspectives in relation to their internal beliefs.”

Discussion Questions

What does the story discuss?

What did you find interesting about the story? Did you identify with any sound bites/extracts from the story?

Imagine you are going to make a story for the radio about disability rights in your home country. Who would you talk to in the story? What policies or activist work would you feature?

Appendix G. Cross the Line: An Activity to Examine Intersectionality and Disability

The following activity¹² could be used during the meeting on “feminist disability theory”, to discuss intersectionality and how the identity of disability extends across other social identities, race, gender and institutions of culture.

The activity addresses the following participant objectives:

- “...students will have recognized the existence of various perspectives and experiences relating to *ability* and *culture*.”
- “Students will be able to identify and compare the various attitudes and influences that contribute to perceptions of disability from cultures and regions around the world.”
- “...students will demonstrate increased recognition of multiple perspectives that exist on an issue or experience.”
- “Students will express an increased understanding of empathy and begin or continue to apply empathy in their discussions with others in the program or in their daily lives.”

1. Students form a line across a room.
2. The facilitator calls out prompts describing various identities, backgrounds or cultural traits. Students asked to move forward if they identify with the prompt. Students only need move to identify themselves with a certain prompt if they feel comfortable doing so. Examples of prompts include:
 - a. “Step forward if you identify as male/female/non-binary...”
 - b. “Step forward if you identify as Christian/Muslim/atheist...”
 - c. “Step forward if you identify as having a disability...”
 - d. “Step forward if you identify as White/Black or African/LatinX...”
 - e. “Step forward if you are a human...”
3. Discussion Questions
 - a. What did you notice during the activity?
 - b. How did you feel being asked if you identify as one, specific category?
 - c. Where else in your life have you experienced a similar feeling? How do you generally react in those situations?
 - d. Where did you see unity in the activity?
 - e. How would you change this activity?

¹² Note. Adapted from Chambers, R. (2002). *Participatory Workshops*. New York: Earthscan. p. 169.

Appendix H. Reflection questions for first day of Leadership Week.

The questions below align with the following participant objectives:

- “Students will increase awareness of and be able to describe US disability culture in relation to the disability culture in their home communities.”
- “Students will have developed self and group advocacy skills that they can draw upon throughout their life in relation to disability or any other marginalized group that they identify with.”

Questions:

- Reflect on your day. What was a very positive moment for you? What moment was more negative?
- Reflect on accessibility throughout your day, both in the new physical environment and your interactions with others. Compare accessibility between Boston and Hanover.

Freedom Trail

- What was your favorite site on the Freedom Trail tour? Why?
- Who are some of the historical figures discussed on the tour? How did these individuals serve as advocates?

Senator Elizabeth Warren’s Office

- Name a major personal takeaway from the visit to Senator Warren’s office today.
- How do Senator Warren and her staff serve as advocates? What power dynamics strengthen their position as advocates? What are their limitations as advocates?

Preparation for next day: Look at the itinerary for tomorrow. What is a question you would like to ask of the organizations we will visit tomorrow?

Appendix I. International Student Orientation Workshop.

Workshop Title: *What does disability mean to me? What does disability mean in the United States?*

Agenda with Techniques and Activities

PART ONE-5 minutes (*with all incoming international students, Reich Program Staff, Assistant Dean for International Students, International Student Mentors*¹³)

- Welcome students
- Open poll, students respond to questions with their phones. Questions are yes/no and multiple choice. The results of the poll are not available until later in the workshop.
 - *How do you define disability?*
 - *Do you know someone with a disability?*

PART TWO-20 minutes (*small groups of incoming international students. A staff member or International Mentor will be with each small group.*)

In small groups, international students will discuss the following questions:

- How do you define disability?
- Where do your conceptions of disability come from? (Norms from your culture? Interactions in your home community? Government policy in your home country?)

PART THREE-30 minutes (*with all incoming international students, Reich Program Staff, Assistant Dean for International Students, International Student Mentors*)

- Presentation on medical model of disability, social model of disability, ADA
- Poll results revealed. Group discussion on results.
- Students will use any remaining time to journal/list takeaways from workshop.

¹³ There is an established International Student Mentor Program at Dartmouth College, intended to create relationships and support between first-year international students and upperclass students, both international and domestic. International Student Mentors participate in training before orientation with the Assistant Dean for International Students. Reich Program Staff will present at the mentor training to prepare the upperclass students for this workshop.

Appendix J. Job postings for program staff.

Program Director

Job Description: The role will be the lead in implementing the new Reich Scholar Program at Dartmouth College, a scholarship and leadership training program for international students with disabilities.

Responsibilities of the Program Director will include but are not limited to:

- Facilitate orientation workshops, monthly program meetings and group discussions relating to disability as a diverse identity and the cultural and theoretical perspectives surrounding disability.
- Advise cohort students in open office hours on topics including socio-cultural adjustment to the US, requesting disability accommodations, academic concerns, etc.
- Connect and collaborate with relevant stakeholders across the College to discuss best practices for and comprehensive support for cohort students. Offices that this role will interact with include the Office of Visa and Immigration Services, Office of General Counsel, Accessibility Services and the Deans of the College.
- Manage program budget.
- Conduct monitoring and evaluation of program effectiveness and impact, gathering both student and faculty/staff feedback.

Required Skills: A Master's degree in International Education, Higher Education, Counseling or Social Work. 3 years previous experience working in higher education. Significant previous experience working with international students and persons with disabilities. Excellent communication skills, multicultural awareness, previous training/facilitation experience. Comprehensive understanding of ADA and accessibility needs for students in US higher education.

Program Assistant

Job Description: The role will support the Program Director in implementing the new Reich Scholar Program at Dartmouth College, a scholarship and leadership training program for international students with disabilities.

Responsibilities of the Program Assistant will include but are not limited to:

- Coordinate the submission of student documentation with stakeholder offices across campus
- Facilitate orientation workshops, monthly program meetings and group discussions relating to disability as a diverse identity and the cultural and theoretical perspectives surrounding disability.
- Advise cohort students in open office hours on topics including socio-cultural adjustment to the US, requesting disability accommodations, academic concerns, etc.
- Conduct monitoring and evaluation of program effectiveness and impact, gathering both student and faculty/staff feedback.

Required Skills: A Bachelor's degree in International Studies, Psychology, Human Development or another course of study in the field of liberal arts. 1 year of professional experience working in higher education or with a non-profit organization. Strong communication skills, multicultural awareness, experience leading facilitations and group discussions, and understanding of confidentiality needed when working with students.

Appendix K. Student Scholarship information.

STUDENT SCHOLARSHIPS:			COST	UNIT	TOTAL
Tuition			51,468	6	\$ 308,808
Fees			1,482	6	8,892
Housing			9,144	6	54,864
Food			6,015	6	36,090
Transportation To/From Home Country			1,200	6	7,200
Books			1,260	6	7,560
Computer			1,400	6	8,400
SEVIS I-901 Fee			200	6	1,200
Student Health Insurance			3,000	6	18,000
Sub-total					\$451,014

Student Scholarship Notes:

- Numbers for tuition, fees, housing, food, books, computer and student health insurance are taken from Dartmouth College's Financial Aid Office estimates for the 2017-2018 Academic Year. See admissions.dartmouth.edu/financial-aid/cost-attendance/cost-attendance.
- Students will receive funding for a trip between their home and Dartmouth College once per academic year. The travel expense may vary depending on the location of a student's home.
- The SEVIS I-901 fee is required to initiate an international student's account in the Student and Exchange Visitor Information System (SEVIS), a government database managed by US Immigration and Customs Enforcement.
- The estimated cost per student for one year of scholarship funding is \$75,170.

Additional Note: Reich Scholar Program students may participate in study abroad programs in a third country during their undergraduate career. Funding from the Reich Scholar Program will cover the equivalent of tuition, fees, housing and food during the same term at Dartmouth College. Students may use the funds available from their transportation expenses paid annually by the scholarship for travel, but no additional funds for student travel will be provided.